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ABSTRACT

This compilation contains 14 fact sheets published by the Adult Learning & Literacy Clearinghouse. It includes an unnumbered fact sheet from January and these numbers from February: 0, 3-10, 12, 14, 16, and 17. Topics are as follows: the Even Start Family Literacy Program, Federal Adult Education and Literacy Program; adult education for limited English proficient adults; literacy; volunteerism; the Division of Adult Education and Literacy (DAEL) Clearinghouse; literacy education for older adults; special demonstration and teacher training projects; adult basic education programs for adults with disabilities; correctional education; adult secondary education; family literacy; workplace literacy; and adult education for the homeless. Each fact sheet provides basic information on the topic and lists contacts or sources of additional information. (YLB)

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ED 382 851

Adult Learning and Literacy Clearinghouse Fact Sheets

Office of Vocational and Adult Education
U.S. Department of Education

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EVEN START FAMILY LITERACY PROGRAM FACT SHEET

January 1995

LEGISLATIVE AUTHORITY

Even Start was authorized by the Elementary and Secondary Education Act of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Part B of Chapter 1 of Title I (P.L. 100-297) and P.L. 102-73.

PROGRAM PURPOSE

The U.S. Department of Education has the principal Federal responsibility for the successful implementation of the six National Education Goals. The Even Start program addresses goal one, that all children will enter school ready to learn, and goal five, that every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Even Start is a family-focused literacy program intended to improve the educational opportunities of the Nation's children and adults by integrating early childhood education and adult education for parents into a unified program. An innovative combination of adult basic education, parenting education, and early childhood education, the Even Start program has three interrelated goals:

- To help parents become full partners in the education of their children;
- To assist children in reaching their full potential as learners; and
- To provide literacy training for their parents.

APPLICATION INFORMATION

In any fiscal year in which the appropriation exceeds $50 million, the U.S. Department of Education awards formula grants to States that enable States to administer the Even Start program. Eligible applicants are (1) a local educational agency (LEA) and a nonprofit community-based organization, public agency other than a local educational agency, institution of higher education, or a public or private nonprofit organization other than a local educational agency, of demonstrated quality. Applications must be made directly to the State educational agency (SEA).

PARTICIPANT ELIGIBILITY

Eligible Even Start participants are (1) parents who are eligible for adult education under the Adult Education Act and who have an eligible child; or who are within the State's compulsory school attendance age range, so long as a local educational agency provides (or ensures the availability of) the basic education component required under this part; and (2) their eligible children, ages birth through 7. At least one parent and child from each family must participate together in the Even Start program.

There are approximately 26,000 families being served by the Even Start Family Literacy Program.

CURRENTLY FUNDED PROJECTS

1989	$14.5 million
1990	$24.0 million
1991	$49.7 million
1992	$70.0 million
1993	$89.1 million
1994	$91.3 million
1995	$102.0 million

NUMBER OF AWARDS

Approximately 520 awards

EVALUATION

We are currently beginning the new Even Start Information System (ESIS) which will be conducted over the next four years. For further information on this system, please contact Fu Associates on 1-800-883-3836.

CONTACT INFORMATION

For further information about the Even Start Family Literacy Program, please contact your State Even Start coordinator at your State Department of Education. For information on the Even Start program for Federally recognized Indian tribes and tribal organizations, please contact Donna Conforti-Campbell at the U.S. Department of Education on 202-260-0996.

Fact Sheet 0

ADULT LEARNING & LITERACY

Clearinghouse

February 1995

The Federal Adult Education and Literacy Program

The Assistant Secretary for Vocational and Adult Education has responsibility for coordination of all literacy related programs and policy initiatives in the U.S. Department of Education.

The Division of Adult Education and Literacy, in the Office of Vocational and Adult Education (OVAE), administers the Adult Education Act, Public Law 100-297, as amended by the National Literacy Act of 1991. The Adult Education Act is the Department's major program that supports and promotes services for educationally disadvantaged adults. The Division maintains cooperative and consultative relations with Federal, State and local agencies that provide basic skills services. It maintains a Clearinghouse that offers national information resources on issues and trends in adult education and literacy, publishes a bimonthly newsletter, the ***A.L.L. Points Bulletin***, and reports on promising practices in adult education.

Adult Education Act Programs

Basic Grants to States

The program of Basic Grants to States is the major source of Federal support for basic skills programs. The purpose of the program is to provide educational opportunities for adults over the age of 16, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in the workplace and in their daily lives.

Basic Grants to States are allocated by formula based upon the number of adults, over age 16, who have not completed high school in each State. States distribute funds to local providers through a competitive process based upon State-established funding criteria. Eligible providers of basic skills and literacy programs include: local educational agencies, community-based organizations, correctional education agencies, postsecondary educational institutions, public or private nonprofit agencies, institutions that have the ability to provide literacy services to adults and families, and for-profit agencies, institutions or organizations which are part of a consortium that includes a public or private nonprofit agency, organization or institution. Local programs of instruction emphasize the acquisition of basic skills - reading, writing, computation, communication and problem solving.

Courses on instruction include Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a second language (ESL). ESL services for limited English proficient adults continues to be the fastest growing component of the adult education program.

The 1995-96 Program Year budget for the Basic Grants to States Program totals $252.3 million.

Workplace Literacy Partnerships Program

The discretionary Workplace Literacy Program provides assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary partnerships between business, industry, labor organizations or private industry councils, and educational agencies. This highly competitive program has awarded more than $60.2 million for over 204 demonstration projects in 41 States, the District of Columbia, Puerto Rico, and Guam since its establishment in 1988.

The 1995 budget includes $18.9 million for the National Workplace Literacy Program.

The National Literacy Act of 1991 established a new program initiative, the National Workforce Literacy Strategies, under the Workplace Literacy Partnerships Program. The purpose of this new program initiative is to facilitate the design and implementation of large-scale national strategies in workforce literacy.

When the appropriation for the existing Workplace Literacy Program reaches $25 million, the Secretary will reserve up to $5 million for Workforce Literacy Strategies grants.

National Program

The National Program provides funding for research and evaluation studies in the field of adult education and literacy. Current projects include: an Evaluation of Section 353 Special Demonstration and Training Programs, a National Adult Literacy Survey (NALS) Technical Assistance contract, Teacher Training

Using Interactive Teleconferencing, Planning for an Adult Education Software Development, Professional Development Assistance, a Technical Assistance Project for State Accountability and Assessment, a US-Mexico Border Project, and a conference and four workshops on volunteerism. In addition, the National Program supports a major study funded jointly with the Departments of Labor and Health and Human Services: The JOBS Evaluation Project. The National ESL Clearinghouse on Literacy Education (NCLE) receives a portion of its support through the National Program. A list and description of funded projects is available from the DAEL Clearinghouse.

The National Literacy Act of 1991 established a National Institute for Literacy. The Institute is to improve and expand the system for the delivery of adult education and literacy services. Funds to support the National Institute for Literacy are included in the Department's funding for research and evaluation.

Funding for National Program for 1995 totals $8.8 million, $4.9 million of which will support of the National Institute for Literacy.

State Literacy Resource Center Program

The State Literacy Resource Center Program, established under the National Literacy Act of 1991, provides a reciprocal link between the National Institute for Literacy and service providers. Its purpose is to stimulate the coordination of literacy services and enhance the capacity of State and local organizations to provide literacy services.

The Governor of each State applies to the Secretary for funds and has responsibility for administering the State Literacy Resource Center Program. States may establish a new State center, expand or enhance an existing State center, or enter into an interstate agreement to form a regional center.

Funding for 1995, which is allocated to the States by formula, totals $7.8 million. A Directory of the State Literacy Resource Centers is available from the DAEL Clearinghouse.

Literacy Programs For State and Local Prisoners

The National Literacy Act of 1991 established two new discretionary grant programs for services to the incarcerated. These programs provide grants to establish demonstration or system-wide functional literacy programs for adult prisoners and to establish programs designed to reduce recidivism through the development and improvement of life skills for reintegration into society. State and local corrections or correctional education agencies may apply for grants under these two programs.

The 1995 budget includes $5.1 million to support both of these programs.

Other Programs

Adult Education for the Homeless Program

This discretionary program, authorized under the Elementary and Secondary Education Act and the Stewart B. McKinney Act, provides assistance to State education agencies to plan and implement, either directly or through contracts or subgrants, a program of literacy training and basic skills for adult homeless individuals. Since 1987, the program has awarded more than $70 million involving all States and hundreds of local programs. The 1995 budget includes $9.5 million for support of this program.

Additional Resources

The following resources may be requested from the DAEL Clearinghouse.

A-1 ***The Adult Education Act as amended by the National Literacy Act of 1991.***

A-15 ***Adult Education Program Facts*** for the current Program Year.

A-25 ***State Profiles of the State-Administered Adult Education Program.***

A-37 ***Putting Research to Work: A Guide to the Adult Education National Program.***

D-4 ***List of State Directors of Adult Education.***

D-8 ***Resource Guide for Discretionary National Vocational and Adult Education Programs.***

D-15 ***Directory of State Literacy Resource Centers.***

A complete list of materials from the Division of Adult Education and Literacy Clearinghouse is available by asking for the ***Bibliography of Resource Materials***.

For Additional Information, Contact:

Division of Adult Education and Literacy
600 Independence Ave., SW
Washington, D.C. 20202-7240
Phone: (202) 205-8270
Fax: (202) 205-8973

FactsLine
24 Hour Automated Document Request Line
(202)401-9570

Fact Sheet 3

ADULT LEARNING & LITERACY
Clearinghouse

February 1995

Adult Education for Limited English Proficient Adults

Why Are ESL Services Needed?

According to the 1990 Census Report, an estimated 4 to 6.5 million residents of the United States either speak no English or have only limited English proficiency. Current figures may be higher. Additionally, a large number of new immigrants to the United States are illiterate in their native language or have few years of formal schooling in their home countries. Because of their limited language skills, non-English speakers are often confined to employment in entry level jobs or are unable to participate fully in an English language society.

As a result of these changing demographics, the demand for English as a Second Language services continues to rise, as do enrollments, class sizes and waiting lists in states such as California, Florida, Texas, New York, and Illinois.

Who Is Served?

Adults and out-of-school youth 16 years of age or older, who have limited ability in speaking, reading, writing or understanding the English language or whose native language is not English are eligible for services offered in English as a Second Language (ESL) programs funded under the Adult Education Act, Public Law 100-297, as amended by the National Literacy Act of 1991, Public Law 102-73.

English as a Second Language programs are designed to help these adults learn to communicate in English so that they can meet their personal, vocational, academic, and employment goals. Adult ESL participants include permanent residents of the United States, refugees, migrant workers, and immigrants. Immigrants represent the largest group served in the Federal Adult Education Program. Participants come from a broad array of cultural, educational, and socio-economical backgrounds.

In Program Year 1993, more than 3.9 million adults were served in the Federal Adult Education Program. Enrollment in ESL classes increased from 396,000 (or 19 percent) in 1980 to over 1.5 million (or 40 percent) in 1993. English as a Second Language (ESL) is the fastest growing instructional area in the adult education program.

Currently the single largest language group served in adult ESL classes is Hispanics, who represent 31 percent of the total adult education enrollment. Asians, the other major group receiving ESL services, represent 14 percent of the total participants in the program.

Why Do Limited English Proficient Learners Participate in Adult Education Programs?

For a variety of reasons, adults enroll in English as a Second Language (ESL) programs. Many want to learn the English language, some want to gain employability or improve job skills, others want to communicate in English with family, friends, or employers. Others want to pass the citizenship test, obtain a GED or complete their academic education. Factors that motivate adults to learn English include the desire to help their children with school, work, or to increase their own confidence and self-esteem as members of their communities.

What Type of Instruction is Offered?

Language and literacy teachers support teaching that is learner-centered and meets the needs of individual students. Teachers use a variety of approaches, methods, techniques, and technologies in the classroom. Instruction may be offered in a student's native language or exclusively in English. In most cases, instruction is provided for beginning, intermediate, and advanced levels with specified goals and objectives for each level.

Most of the approaches to teaching adult ESL classes focus on language functions, communicative competence, and grammatical forms or structures. Listening, speaking, reading and writing skills are taught using instructional materials with a life skills content, especially for beginning level ESL students. Program offerings vary and may include instruction in citizenship, ESL literacy, basic skills, vocational, and academic ESL.

How Are Students Assessed?

Most instructional programs assess student needs and progress at regular intervals. A needs assessment examines such things as native language, literacy, English skills of the student, the literacy context in which the student lives and works, and what the student wants and needs to learn.

Needs assessments for adult ESL students focus on students' goals, abilities, proficiencies, and accomplishments using a variety of formal and informal assessment measures. Some of the most widely used formal assessment instruments are the Basic English Skills Test (BEST), English as a Second Language Oral Assessment (ESLOA), and the Comprehensive Adult Student Assessment System (CASAS) Life Skills Listening Instrument. However, practitioners agree that no single assessment instrument currently exists that adequately measures student proficiencies. Therefore, a number of different assessment instruments must be used to measure student progress and achievements. The need to develop an ESL assessment for adults to measure oral and cognitive skills within language and community contexts is critical to measuring student progress.

Where Can I Find Resources for English as a Second Language Programs?

Fortunately, a number of resources for teachers and students of English as a Second Language programs now exist. More information on teaching adults with limited English skills can be obtained by consulting with the director of adult education in your state or by contacting the selected list of national resources listed below:

- National Clearinghouse on
  ESL Literacy Education (NCLE)
  Center for Applied Linguistics
  1118 22nd Street, NW
  Washington, DC 20037
  (202) 429-9292

- Teachers of English to Speakers of other Languages
  (TESOL)
  1600 Cameron Street, # 300
  Alexandria, Virginia 22314
  (703) 836-0774

- ERIC Clearinghouse on Adult, Career, and
  Vocational Education
  Ohio State University
  1900 Kenny Road
  Columbus, OH 43210
  (800) 848-4815

- Illinois ESL Adult Education Service Center
  1855 Mt. Prospect Road
  Des Plaines, IL 60018
  (708) 803-3535

- Comprehensive Adult Student Assessment System
  (CASAS)
  8910 Clairmont Mesa Blvd.
  San Diego, CA 92123
  (619) 292-2900

- Literacy Assistance Center, Inc.
  84 William Street
  New York, NY 10038
  (212) 803-3300

- National Clearinghouse for Bilingual Education
  1118 22nd Street, NW
  Washington, DC 20037
  (202) 467-0867

- The Staff Development Institute for
  California Adult Education
  9738 Lincoln Village Drive
  Sacramento, CA 95827
  (916) 228-2640

For Additional Information Contact:

Division of Adult Education and Literacy Clearinghouse
600 Independence Ave., S.W.
Washington, D.C. 20202-7240
Fax: (202) 205-8973
Internet: Joyce_Campbell @ED.Gov

Fact Sheet 4

ADULT LEARNING & LITERACY

Clearinghouse

February 1995

Literacy

The problem of illiteracy in the United States has become an issue of great importance in recent years. The Nation's Governors have set, as a National Goal for Adult Literacy and Lifelong Learning, that: "By the Year 2000, every American adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship". Adult literacy is also an integral part of **Goals 2000**, the Presidents education plan to move the nation toward the National Goals. While there is a great deal of emphasis on solving the problem, there lacks a single definition or set of statistics on illiteracy in this country. This fact sheet will give a brief overview of the major estimates and definitions for adult illiteracy in America.

DEFINITIONS

The National Literacy Act of 1991 (P.L. 102-73) defines literacy as:

> "An individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential".

Another definition was established for a 1985 study by the National Assessment of Educational Progress (NAEP). This definition was also used for the National Adult Literacy Survey which was completed in 1993.

> "Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential".

The large number of subgroups, such as limited English-speaking, elderly, institutionalized, and others within the population makes a single definition difficult to establish. Also, the standard for measuring literacy continues to evolve to higher levels as our society becomes more technological. Jeanne Chall, a Harvard University reading researcher, has divided adults seeking literacy into three major groups:

- **Totally Illiterate:** skills that are below the fourth-grade level and the individual cannot acquire information through print.
- **Functionally illiterate:** A person who can read between the fourth and eighth grade level, is able to perform routine or uncomplicated tasks, but lacks the basic skills needed to cope well in society.
- **Marginally literate:** a person who can read between the eighth and twelfth grade level, but lacks the twelfth grade equivalence needed in a complex and technological society.

These and other definitions have been used to determine the rates of illiteracy in the U.S. These estimates range from .05% to more than 50% of the adult population. The Department of Education currently estimates the adult illiteracy rate at 21 to 23%.

ADULT PERFORMANCE LEVEL STUDY (APL)

The Federally funded Adult Performance Level study was conducted in 1975 by the University of Texas. It included a national sample of 7,500 adults. Results from this study found that 20% of the adults were functionally incompetent, 34% were marginally competent, and 46% were estimated to be fully competent or proficient. Using the 1970 census data for persons 18 to 64 years old, the APL study estimated 23 million persons to be functionally illiterate, 39 million to be marginally illiterate, and 53 million to be functionally proficient in 1970. If the APL rates were applied to the 1980 census data, 30 million people would be functionally illiterate, and 50 million would be marginally illiterate in 1980.

ENGLISH LANGUAGE PROFICIENCY STUDY (ELPS)

The English Language Proficiency Study was commissioned by the Department of Education in the fall of 1982 and conducted by the U.S. Census Bureau. It included a national sample of 3,400 adults, age 20 and over. This study estimates illiteracy at 13% of the population or 17 to 21 million persons. (based on 1980 census data)

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The Educational Testing Service (ETS) conducted the NAEP survey in 1985. This was a national sample of the literacy skills of 3,600 young adults age 21-25. Three types of literacy were examined in this study:

- **Prose literacy** - understanding and using information form texts that include editorials, news stories, poem, and fiction. (8 in 10 white, 4 in 10 black, and 6 in 10 hispanic young adults were at this level or higher)
- **Document literacy** - locating and using information contained in materials that include job applications, transportation schedules, maps and tables. (7 in 10 white, 2 in 10 black and 4 in 10 hispanic young adults were at this level or higher)
- **Quantitative literacy** - applying numerical operations to information contained in printed material such as a menu, a checkbook, an order form, or a loan advertisement. (44% white, 8% black, 20% hispanic young adults were at this level)

While the NAEP study did not arrive at an overall literacy rate, Thomas Sticht, a literacy expert who wrote the forward for the report, stated "If the results can be extrapolated to reflect literacy among adults of all ages, then at least 10 million Americans lack the language and literacy skills of competent fourth grade students."

NATIONAL ADULT LITERACY SURVEY (NALS)

The Educational Testing Service (ETS) was awarded a four year contract by the National Center for Educational Statistics to develop and conduct a survey of the literacy skills among adults, age 16 to 64. Approximately 26,000 adults were assessed. The first in a series of reports from this survey was released in September of 1993. This report, titled **Adult Literacy in America**, describes adult literacy at five levels in terms of the types of literacy skills needed to use various kinds of printed and written information. This study used the same categories at the NAEP study: prose literacy, document literacy and quantitative literacy. The report also analyzes connections between literacy skills and social and economic variables such as voting, reading practices, employment and earnings. Some findings from this study indicate that:

- 21 to 23 percent or 40 to 44 million American adults demonstrated skills in the lowest of the five survey assessment levels.
- 90 million American adults scored in the two lowest levels.
- Only 34 - 40 million adults performed in the two highest levels.
- Older adults are more likely than middle-aged or younger adults to demonstrate limited literacy skills.
- Participants aged 21 to 25 had average scores that were lower than the scores of 21 to 25 year olds assessed in the 1985 NAEP Study.
- Nearly half of all adults in the lowest level on each literacy scale were living in poverty.
- Adults in prison are far more likely to perform at the lowest two literacy levels.

Other findings are discussed in more detail in the report. Additional reports will be released over the next year that will provide a more detailed look at particular issues such as: literacy in the workforce, literacy in the prison population, and literacy and cultural diversity. For more information on the survey or upcoming reports contact the National Center for Education Statistics at 1-800-424-1616.

ADDITIONAL READING

Adult Literacy in America, A First Look at the Results of the National Adult Literacy Survey, Educational Testing Service, Princeton, NJ - 1993 (Available from the GPO Order Desk at (202) 783-3238, Stock # 065-000-00588-3, Copies of the Executive Summary are available free from the DAEL Clearinghouse)

Adult Literacy Issues, Programs, and Options, Congressional Research Service, April 1991. (Available from the DAEL Clearinghouse)

The National Literacy Act of 1991.
(Text of the Act and a Fact Sheet on the Act are available from the DAEL Clearinghouse.)

Literacy: Profiles of America's Young Adults, Irwin S. Krisch and Ann Jungeblut, National Assessment of Educational Progress, Educational Testing Service, 1986. (Available from NAEP, CN 6710, Rosedale Road, Princeton, NJ 08541-6710)

NCLE Minibib: Statistics on Literacy, National Clearinghouse on ESL Literacy Education, August 1991. (Available from NCLE, 1118 22nd Street, NW, Washington, D.C. 20037 (202) 429-9292)

For Additional Information Contact:

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600 Independence Ave., SW
Washington, DC 20202-7240
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Fact Sheet 5

ADULT LEARNING & LITERACY
Clearinghouse

February 1995

Volunteerism

Providers of adult education across the nation offer many opportunities to volunteers in adult literacy programs. Volunteers play important roles in the delivery of adult education and literacy. They not only serve as tutors but also provide child care, transportation, counseling, outreach and recruitment services, and clerical help.

FEDERAL VOLUNTEER EFFORTS

- **Division of Adult Education and Literacy**
  600 Independence Ave., SW
  Washington, DC 20202-7240
  (202) 205-9872.

Under the Federally-funded State administered adult education program authorized by the Adult Education Act, as amended by the National Literacy Act of 1991, each State reports the use of volunteers. Of the 99,482 active volunteers, one half serve primarily as tutors on a one-to-one basis and in small group settings in basic literacy and English as a second language classes. The remainder serve in supportive roles.

- **Corporation for National Service**
  1100 Vermont Avenue, NW
  Washington, DC 20525
  (202) 606-5000.

The Corporation for National Service administers AmeriCorps and the National Senior Service Corps, two programs which utilize the skills, talents and experiences of volunteers to address the educational needs of the nation.

Volunteers in Service to America (VISTA) is one of two components within AmeriCorps. VISTA is a full-time, year-long program for men and women age 18 and older who commit themselves to increasing the capability of low-income people to improve the conditions of their own lives. VISTA volunteers serve in rural or urban areas or on Indian reservations, sharing their skills and experience in fields such as employment training, literacy, housing, health education, and neighborhood revitalization. Approximately 4,000 VISTA volunteers are currently serving.

The National Senior Service Corps is composed of 3 programs, involving over 470,000 volunteers. Senior volunteers serve in 1,223 local projects and devote an annual total of over 111 million hours of service to local communities. National Senior Service Corps programs include: the Foster Grandparent Program; the Senior Companion Program; and the Retired and Senior Volunteer Program (RSVP).

- **Office of Educational Research and Improvement**
  Library Programs
  600 Independence Avenue, SW
  Washington, DC 20202
  (202) 219-1315.

The Office of Educational Research and Improvement's Library Literacy Programs provide grants to State and local public libraries for the support of literacy programs. Grant funds are used to coordinate and plan library literacy programs, and arrange training of librarians and volunteers to carry out such programs for adults. These funds also support the use of facilities for dissemination and acquiring literacy materials designed to improve the literacy levels of illiterate and functionally illiterate adults. For 1995, $8 million was appropriated for this program.

NATIONAL LITERACY EFFORTS

National organizations that promote adult literacy through the use of volunteers and available resources include the following:

- **Laubach Literacy Action (LLA)**
  1320 Jamesville Avenue, Box 131
  Syracuse, New York 13210
  (315) 422-9121.

Laubach Literacy Action (LLA) currently uses an estimated 80,330 trained volunteer tutors to provide basic literacy and English as a second language instruction to some 126,727 students on a one-to-one basis in 47 States.

- **Literacy Volunteers of America (LVA)**
  5795 Widewaters Parkway
  Syracuse, New York 13214-1846
  (315) 445-8000.

Literacy Volunteers of America (LVA) serves over 63,272 adult students via approximately 45,082 trained volunteer tutors in providing basic literacy and English as a second language instruction in 43 States.

For Additional Information, Contact:

Christine Camillo

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600 Independence Ave., SW
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Fact Sheet 6

ADULT LEARNING & LITERACY

Clearinghouse

February 1995

The Division of Adult Education and Literacy (DAEL) Clearinghouse

Purpose

The DAEL Clearinghouse was established in 1981 to link the adult education community with existing resources in adult education, provide information which deals with State-administered adult education programs funded under the Adult Education Act (P.L. 100-297),as amended by the National Literacy Act of 1991 (P.L. 102-73), and provide resources which support adult education activities.

Sponsor

U.S. Department of Education, Office of Vocational and Adult Eduction (OVAE), Division of Adult Education and Literacy, (DAEL).

Services

The DAEL Clearinghouse responds to requests for information on adult education and literacy related issues. It provides referral services, produces and disseminates publications, and functions as a "broker" of information services by referring inquiries to appropriate sources.

Publications

Over 400 documents available for dissemination including: The Adult Education Act; The National Literacy Act and Regulations; fact sheets on adult education; directories on various programs and resources; literacy materials; papers on selected adult education subjects; selected curricula, handbooks, and program guides. Materials disseminated from the Clearinghouse include those which were produced by OVAE staff, produced under contract with the Department, developed as part of a State funded project under Section 353 of the Adult Education Act, or publications reproduced from other organizations. Materials are included on a wide range of subjects, such as:

- Adult Secondary Education
- Workplace Literacy
- Correctional Education
- Technology
- Adults with Disabilities/Special Learning Needs
- English as a Second Language (ESL)
- Family Literacy
- Older Persons
- Staff Development
- Volunteers
- Education for the Homeless
- Adult Education Programs
- Literacy Programs

The ***Bibliography of Resource Materials*** lists all materials currently available from the Clearinghouse.

Newsletters

The Clearinghouse disseminated the ***A.L.L. Points Bulletin*** newsletter published by the Division of Adult Education and Literacy. The ***A.L.L. Points Bulletin*** focuses on areas of interest in adult education and literacy. To receive a free subscription to the newsletter, ask to be placed on the mailing list.

Resource Update

A publication titled ***Resource Update*** which lists order numbers, bibliographic information, and a brief summary of resources recently added to the Clearing-

house collection is sent quarterly to Clearinghouse clients. To receive this mailing, ask to be placed on the Clearinghouse mailing list.

Dissemination Activities

The Clearinghouse disseminates information in response to requests from the field. Materials are also disseminated through conferences and meetings and by targeted mailings. In Fiscal Year 1994, the Clearinghouse disseminated over 98,000 documents in response to more than 5,000 requests for information.

Access

- All Clearinghouse materials and services are free of charge.
- Requests for information or single copies of documents may be sent in writing to the address below. To expedite processing, please enclose a self-addressed mailing label.
- The Clearinghouse is open to the public from 8:00 a.m. to 4:00 p.m. daily.
- Requests may be sent via Internet to: Tammy_Fortune@Ed.gov

FactsLine

The Division of Adult Education and Literacy Clearinghouse has an automated document request line. Get information fast, 24 hours a day, on topics such as: adult education research, family literacy, workplace literacy, the National Adult Literacy Survey, volunteerism, technology, staff development, and much more!!

You may call using any touch tone phone and request information by entering the document number. Your request will be instantly sent to the fax number you provide.

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Fact Sheet 7

ADULT LEARNING & LITERACY
Clearinghouse

February 1995

Literacy Education for Older Adults

Funding and Eligibility

The Federally funded, State-administered adult education program authorized under the Adult Education Act (Public Law 102-297), as amended by the National Literacy Act of 1991 (Public Law 102-73), provides over $252 million to the 57 States and outlying areas for program year 1995. In addition to the Federal contribution, States contribute over $800 million to operate adult education programs. These programs provide services to adults who are 16 years of age and older who are beyond the age of compulsory school attendance under State law, and lack sufficient educational skills to function effectively in today's society. Basic education and English as a second language classes were offered to older adults through local education agencies, community colleges, nursing homes, senior centers, private homes, and community based organizations, churches, and libraries.

Participation

Of the 41,399,000 adults 60 years of age and over in the United States, 8,900,000 have had 8 years of schooling or less (1990 census data). This figure is an increase in the number of 60 plus with eighth grade attainment and less, up from seven million from the 1980 Census.

Last year 3.9 million adults were served in the adult education program. Of this number, 206,476 were 60 years of age or older as compared to 391,067 served in the 45-59 age group. Approximately 597,947 or about 15 percent of all persons served in adult education programs were 45 years of age or older.

The Federal adult education program addresses the needs of older adults by emphasizing functional competency and grade level progression, from the lowest literacy level to providing English as a second language instruction, through attaining the General Educational Development (GED) Certificate. States operate special projects to expand programs and services for older persons through individualized instruction, use of print and audio-visual media, home-based instruction, and curricula focused on coping with daily problems in maintaining health, managing money, using community resources, understanding government, and participating in civic activities.

States' Involvement

During Fiscal Year1993, six states served a significant number of older persons:

California	58,591
Florida	48,324
Michigan	16,645
Iowa	9,047
Texas	8,447
Hawaii	8,168

(See reverse side for table on the 60 plus in individual States.)

Participation of Adults Age 60 Plus in Adult Education Programs 1993

State or Other Areas	Adults Age 60 Plus	State or Other Areas	Adults Age 60 Plus
Alabama	2,953	Nebraska	154
Alaska	171	Nevada	196
Arizona	718	New Hampshire	162
Arkansas	2,891	New Jersey	625
California	58,591	New Mexico	503
Colorado	337	New York	5,336
Connecticut	1,548	North Carolina	4,347
Delaware	107	North Dakota	66
District of Columbia	407	Ohio	3,340
Florida	48,324	Oklahoma	977
Georgia	2,668	Oregon	792
Hawaii	8,168	Pennsylvania	2,178
Idaho	191	Rhode Island	173
Illinois	3,250	South Carolina	4,397
Indiana	859	South Dakota	52
Iowa	9,047	Tennessee	3,942
Kansas	276	Texas	8,447
Kentucky	570	Utah	276
Louisiana	622	Vermont	204
Maine	616	Virginia	1,678
Maryland	1,903	Washington	842
Massachusetts	521	West Virginia	345
Michigan	16,645	Wisconsin	789
Minnesota	1,113	Wyoming	47
Mississippi	449	Puerto Rico	1,950
Missouri	1,626	Guam	6
Montana	105		
		TOTAL:	**206,500**

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Fact Sheet 8

ADULT LEARNING & LITERACY
Clearinghouse

February 1995

Special Demonstration and Teacher Training Projects

What Are Special Demonstration and Teacher Training Projects?

These are projects of two main types:

- Experimental demonstration projects that involve the use of innovative methods, systems, materials, or programs that may have national significance or will be of special value in promoting effective adult education programs, and
- Projects that train professional teachers, volunteers, and administrators, with a particular emphasis on full-time professional adult educators, minority adult educators, and teachers of adults with limited English proficiency.

The Adult Education Act (P.L. 100-27), Section 353, requires States to use at least 15% of their Federal adult education basic grants to support special experimental demonstration and teacher training projects. Under a special rule, two-thirds of this 15% set-aside must be used to support training and teacher education activities.

What Other Emphases are There in Special Projects and Teacher Training Activities?

Special demonstration projects and teacher training activities should include innovative methods for educating adults with disabilities, homeless adults, adults with limited English proficiency, or other systems, materials or programs which help improve adult education effectiveness. Training activities should place emphasis on training teachers to recognize and more effectively serve individuals with learning disabilities and individuals who have a reading ability below fifth grade level. Section 353 projects may also involve activities that are carried out in cooperation with other Federal, state, or local programs that have unusual promise in promoting a coordinated approach to the problems of adults with special education needs.

What Kinds of Special Projects are Funded?

Depending on their goals and priorities, States usually fund several types of special experimental projects each year. A variety of products, including curriculum guides, assessment designs, computer instruction programs, training modules and newsletters, have been produced with Section 353 funds. Most special projects, training, or research activities have been developed in the following areas:

- Adult Secondary Education
- Workplace Literacy
- Corrections Education
- Computer-Assisted Instruction
- Adults with Special Learning Needs
- English as a Second Language (ESL)
- Family Literacy
- Literacy Program Development
- Older Persons
- Staff and Professional Development

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Who Conducts Special Projects?

States establish their own relevant criteria and processes for funding special experimental demonstration projects and teacher training activities. Local education agencies receive the largest number of grants to conduct Section 353 projects. Other grantees include higher education institutions, state institutions, community-based organizations, and vocational centers.

For Additional Information, Contact:

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Fact Sheet 9

ADULT LEARNING & LITERACY

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February 1995

ADULT BASIC EDUCATION PROGRAMS FOR ADULTS WITH DISABILITIES

What:

In program year 1993, Adult Basic Education (ABE) programs funded under the Adult Education Act served over 3.9 million people in adult basic, adult secondary, and English as a second language programs.

Who:

Participants in education programs for adults with disabilities are aged 16 and over, and may include those who are: **blind and partially sight impaired, deaf and hard of hearing, emotionally or mentally ill, learning disabled, developmentally disabled, and physically disabled.** These individuals are beyond the age of compulsory school attendance under State law, and lack sufficient educational skills to function effectively in society.

Where:

Adult education programs are located throughout the 57 States and Territories. In Program Year 1993, 136,940 adults with disabilities were enrolled in programs located in local educational agencies, community colleges, community based organizations, mental hospitals, rehabilitation and correctional facilities, and other facilities which serve people with disabilities.

How:

Adult education programs are federally funded, through formula grants, and are state-administered. Local education agencies, institutions, community-based organizations, and other organizations submit proposals for funding to the State. Adult education programs are modified to include large print for adults with low vision, interpreters for the deaf and hard of hearing, and audiocasette tapes for adults with learning disabilities. Other methods and techniques are also used, including the use of assistive technology, multi-sensory curriculums, telecommunications, and computers to ensure that adult education programs are accessible to all adults with disabilities.

Contacts:

To learn more about how adults with disabilities may participate in adult education programs, contact:

- **Your State Director of Adult Education.** A list of State Directors is available from the Division of Adult Education and Literacy Clearinghouse

- **National Association for Rehabilitation Facilities**
  P.O. Box 17675
  Washington, DC 20041-0675
  (703) 648-9300

- **American Foundation for the Blind**
  15 West 16th Street
  New York, New York 10011
  (212) 620-2043

- **National Rehabilitation Association**
  633 South Washington Street
  Alexandria, Virginia 22314
  (703) 836-0850

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- **American Optometric Association**
  1505 Prince Street, Suite 300
  Alexandria, Virginia 22314
  (703) 739-9200

- **Deafness Education Advocacy Foundation**
  104 East Seventh Place
  St. Paul, Minnesota 55101
  (612) 296-7393 Voice/TDD

- **Learning Disabilities Association of America (LDA)**
  4156 Library Road
  Pittsburgh, Pennsylvania 15234
  (415) 341-1515

- **Job Accommodation Network (JAN)**
  West Virginia University
  918 Chestnut Ridge Road, Suite 1
  P.O. Box 6080
  Morgantown, West Virginia 26506-6080
  (304) 293-7186

- **National Association for Adults with Special Learning Needs (NAASLN)**
  P.O. Box 716
  Bryn Mawr, Pennsylvania 19010
  (215) 525-8336

- **National Council on Independent Living**
  3607 Chapel Road
  Newton Square, Pennsylvania 19073
  (215) 353-6066 Voice
  (215) 353-6083 TDD

- **RESNA Technical Assistance Project**
  Suite 700, 1101 Connecticut Avenue, N.W.
  Washington, DC 200367
  (202) 857-2240 Voice/TDD

- **National Adult Literacy and Learning Disabilities Center**
  Academy for Educational Development
  1875 Connecticut Avenue, NW, 8th Floor
  Washington, DC 20009
  (202) 884-8178

- **HEATH Resource Center**
  Suite 800, One Dupont Circle, NW
  Washington, DC 20036
  (202) 939-9320

- **U. S. Department of Justice**
  Civil Rights Division
  Coordination and Review Section/
  Americans with Disabilities Act
  P.O. Box 66118
  (202) 514-0301 Voice
  (202) 514-0381 TDD

- **Regional Disability and Business Technical Assistance Centers for the Americans with Disabilities Act (ADA) (DBTACs)**
  1-800-949-4232 Voice/TDD

- **National Association of Protection and Advocacy Systems**
  Suite 211, 900 Second Street, NE
  Washington, DC 20002
  (202) 408-9514 (Voice)
  (202) 408-9521 (TDD)

- **National Organization on Disability**
  910 Sixteenth Street, N.W.
  Washington, DC 20006
  (202) 293-5960

- **Contact Center, Inc.**
  P.O. Box 81826
  Lincoln, Nebraska 68501
  (800) 228-8813 (National Literacy Hotline)

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Fact Sheet 10

ADULT LEARNING & LITERACY
Clearinghouse

February 1995

Correctional Education

What Is Correctional Education?

Correctional education is that part of the total correctional process of changing behavior of offenders through planned learning experiences and learning environments. It seeks to develop or enhance knowledge, skills, attitudes, and values of incarcerated youth and adults. Although literacy does not guarantee a better life outside prison walls, illiteracy guarantees a higher recidivism rate. It is estimated that over fifty percent (50%) of the offenders released from institutions each year will return within one year.

What Should Be Included in the Adult Education Programs for the Incarcerated?

Adult education and literacy training for inmates should include the core basic skills of reading, writing, calculating, speaking, listening, and problem solving. Instruction should also focus on job skills and life skills. The goal of instruction should be to upgrade educational skills to enhance opportunities for employment and fulfilling individual potential.

The Correctional Population

913,739	Adults
121,805	Juveniles
103,390	Jails
2,079,881	Probation
573,844	Parole
3,792,659 -	Individuals under correctional supervision in the U.S.

(Numbers are representative of agencies and jurisdictions reporting to the Criminal Justice Institute, as published in The Corrections Yearbook, 1993)

Generally, the adult correctional population is poor, unskilled, and unemployed or under-employed. Only forty percent (40%) of the correctional population, as compared with eighty-five percent of the U.S. population, have completed high school. Estimates of illiteracy among inmates run as high as fifty percent (50%).

Federal Programs

Adult Education Act (Basic Grant Program)

The Adult Education Act, as amended by the National Literacy Act of 1991 (P.L. 102-73), authorizes grants to State educational agencies for adult basic and secondary education programs. The Act requires that at least 10 percent (10%) of the States grant be used for educational programs for criminal offenders in correctional institutions and for other institutionalized adults. For further information on funding for correctional education under the Adult Education Act Basic Grant Program, contact your State Director of Adult Education.

Literacy and Life Skills Programs for State and Local Prisoners

The National Literacy Act of 1991 established two new discretionary grant programs for services to the incarcerated. These programs provide grants to

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establish (1) demonstration or system-wide functional literacy programs for adult prisoners, and (2) programs designed to reduce the recidivism through the development and improvement of life skills for reintegration into society. State and local corrections or correctional education agencies may apply for grants under these two programs.

References

National Center for Education Statistics, prepared by Educational Testing Service under contract with NCES, OERI, U.S. Department of Education, *Literacy Behind Prison Walls: Profiles of the Prison Population from the National Adult Literacy Survey,* October 1994.

Lawrence Greenfield and Stephanie Minor-Harper, *Women in Prison*, Washington, DC: U.S. Department of Justice - March 1991.

Allen Beck, *Profiles of Jail Inmates - 1989*, Bureau of Justice Statistics Special Report, Washington, DC: U.S. Department of Justice, April 1991.

U.S. Department of Justice, *Correctional Population in the United States, 1986*, Bureau of Justice Statistics, Washington, DC, February 1989.

T.A. Ryan, Joseph Clifton Woodward, Jr., *Correctional Education: A State of the Art Analysis*, University of South Carolina, 1987.

Between Prison and Probation, Intermediate Punishments in a Rational Sentencing System, Oxford University Press, New York, New York, 1990.

The Corrections Yearbook, 1993, Criminal Justice Institute, South Salem, New York, 1993.

Contacts:

- Correctional Education Association
  8025 Laurel Lakes Court
  Laurel, Maryland 20707
  (800) 877-1461
  (301) 490-1440

- National Institute of Corrections
  Information Center
  1790 30th Street #130
  Boulder, Colorado 80301

- ACCESS ERIC
  1600 Research Boulevard
  Rockville, Maryland 20850
  1-800-LET-ERIC

- Criminal Justice Institute
  Spring Hill West
  West Salem, New York 10590
  (914) 533-2000

- National Criminal Justice Reference Service
  Rockville, Maryland
  (800) 851-3420

- National Clearinghouse on ESL Literacy Education (NCLE)
  1118 22nd Street, NW
  Washington, DC 20037
  (202) 429-9292

- Division of Adult Education and Literacy Clearinghouse
  400 Maryland Ave., SW
  Washington, DC 20202-7240
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Richard Smith or Carolyn Fuqua

Office of Correctional Education
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Fact Sheet 12

ADULT LEARNING & LITERACY
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Adult Secondary Education

The Adult Secondary Education Program

The Federally funded, State-administered Adult Education Act (Public Law 100-297) as amended by the National Literacy Act of 1991, permits State education agencies to use not more than 20 percent of their Federal allotment for Adult Secondary Education (ASE) Programs. In FY 1993, adult education programs had an enrollment of 3.9 million adults, including 1,004,726 who were enrolled in either a GED or other type of Adult Secondary Education diploma program. Of the adults enrolled in Adult Secondary Education programs, 226,423 received a GED diploma and 68,594 received an Adult Secondary Education diploma.

Individual goals are set by each participant as he or she enrolls in the program; most would agree that obtaining a high school diploma, or its equivalent, should become one of the most important goals for those participants who have not completed high school. Both research and practice suggest that this common perception is a sound one: a high school credential serves not only as a benchmark in the educational process but is a vital link to lifelong learning. High school completion is the objective of the Adult Secondary Education program.

Who are likely candidates for adult secondary education? They are students who did not complete high school and are aged 16 and older. According to the 1990 statistics of the U.S. Bureau of Census, they number more than 44 million adults.

Whatever their reasons for not completing a traditional high school education program, these adults are among the prime potential beneficiaries of lifelong learning. As demand has risen, states have responded by expanding program options. Currently the three most common adult secondary learning options are:

- the GED Tests;
- the National External Diploma Program (NEDP); and
- the Carnegie Unit Program.

The GED Tests and the NEDP are both national programs with established criteria, administered by the American Council on Education. Carnegie Unit Programs are designed by and offered through local school systems.

GENERAL EDUCATIONAL DEVELOPMENT (GED) DIPLOMA

A majority of all adult secondary education students are preparing for the GED Tests - a national program with established criteria administered by the American Council on Education. The GED Tests are offered in each state through GED Administrators, who appoint GED examiners at the local level to actually administer the tests to students. Successful completion of the series of five tests (Mathematics, Reading, Science, Social Studies, and Writing Skills) leads to a diploma of high school equivalency. In 1993, 790,165 individuals were tested and 490,383 GED diplomas were awarded. The GED Testing program is responsible for one out of every seven high school diplomas awarded in the United States every year.

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NATIONAL EXTERNAL DIPLOMA PROGRAM (NEDP)

The National External Diploma Program is, like the GED Tests, a national program administered by the American Council on Education with established criteria for completion. It awards a traditional high school diploma to skilled adults who have acquired their high school level abilities through life experience. The average age of the EDP graduate is 37 years. The External Diploma process requires adults to demonstrate their ability in a series of simulations that parallel job and life situations. It is frequently the choice of adults for whom testing and curriculum-based classroom instruction have been barriers to high school completion. Adult abilities are evaluated against established national performance criteria instead of by comparison with others. The competencies they must demonstrate parallel those expected of a skilled employee as determined by the WORK FORCE 2000 research, including oral and written communication, computation, and ability to manipulate and analyze data in context. The External Diploma Program (EDP) is based on an extensive pilot effort in New York State that, over the past decade, has been implemented in over 12 states and awarded more than 10,000 high school diplomas to adults.

CARNEGIE UNIT PROGRAMS

Carnegie Unit Programs have no national administrative organization or criteria for completion. They are designed by and offered through local school systems. All require accumulation of units of credit based on a prescribed number of hours of classroom instruction. However, the number of classroom hours required to comprise a unit, as well as the number of units required to qualify for a high school diploma, may vary from state to state and even among local school systems. Many types of delivery systems have evolved for Carnegie Unit Programs.

FOR MORE INFORMATION

Contact the State Director of Adult Education in your State. A list of State Directors is available from the Division of Adult Education and Literacy Clearinghouse.

- The GED Hotline: 1-800-62-My-GED
- American Council on Education, External Diploma Program, One Dupont Circle, Washington, DC 20036-1193 (202) 939-9475

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Fact Sheet 14

ADULT LEARNING & LITERACY
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Family Literacy

What

Family literacy programs attempt to break the cycle of intergenerational illiteracy by providing services to both parent and child. Parents and their children are taught academic skills and are brought together for learning activities. Parents are offered instruction in parent education skills such as nurturing, educating, disciplining, and parent/child communication. Family literacy programs vary from one community to another as each program attempts to meet the needs of the community and of the participants in the program.

Family literacy programs require cooperation between adult educators and early childhood educators. A program may enroll parents during the school day or in the evening if parents are employed. Children receive instruction in academic and social skills but also spend time with their parents and the program staff so both parents and children can work together on communication skills enhancement and interaction.

Who

Participants in family literacy programs are parents who lack the basic literacy skills and, often, the positive self concepts needed to encourage their children to do well in school or help their pre-school children develop the necessary skills to help them do better later in life. The participants include single parents, low income parents, and parents of children in Head Start, Family Support Act (Title IV), and Chapter 1 programs.

Why

Parent involvement in children's schools influences student achievement, attendance, motivation, self concept, and behavior. Children whose parents read to them, have books in the home, a positive attitude toward school, and high achievement expectations, tend to become higher achievers than those of parents who do not. Adults who have not mastered the basic skills cannot model appropriate literacy behavior and often pass on to their children the attitudes and abilities that keep them from breaking the cycle of illiteracy.

How

The notion that the educationally disadvantaged parent and child are a learning unit and could benefit from shared learning experiences has led to the formation of family literacy programs to improve the literacy skills of both parents and children. In many family literacy programs, parents are taught basic literacy skills, and, at the same time, are provided direct instruction in how to share those skills with their children. Components of family literacy programs usually include school based skills, planned conversation periods, handling everyday tasks and duties, and parent-child interaction, including playing with children and language enrichment.

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For Additional Information on Family Literacy, Contact:

- National Center for Family Literacy
  325 West Main St.,
  Louisville, KY 40202-4251
  (502) 584-1133

- Even Start Family Literacy Program
  U.S. Department of Education
  Compensatory Education Programs
  600 Independence Ave., SW
  Washington, D.C. 20202
  (202) 260-0996

- Head Start Program
  Administration for Children, Youth and Families
  Department of Health and Human Services
  Washington, D.C. 20201-0001
  (202) 205-8399

- Job Opportunities and Basic Skills Training Program (JOBS)
  Administration for Children and Families
  370 L'Enfant Promenade, SW
  Washington, D.C. 20447
  (202) 401-4619

- Office of Library Programs
  Library Literacy Program
  Office of Educational Research and Improvement
  555 New Jersey Avenue, NW
  Washington, D.C. 20208-5571
  (202) 219-2293

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Fact Sheet 16

ADULT LEARNING & LITERACY

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Workplace Literacy

What is Workplace Literacy?

Workplace literacy programs focus on the literacy and basic skills training workers need to gain new employment, retain present jobs, advance in their careers, or increase productivity. Curricula are developed by educators, working with employers and employee groups, who assemble written materials used on the job and who analyze specific jobs to determine what reading, computation, speaking and reasoning skills are required to perform job tasks effectively. By their nature, successful efforts to institute workplace literacy programs require strong partnerships among educators, employers and employees.

Who Participates?

Workers may be identified for participation in the programs by the employer, or they may identify themselves as interested in basic skills training. Workers may participate in programs to upgrade basic skills in order to deal with new technology or to transfer to new positions as old jobs are phased out. Other workers may receive English as a second language training to increase productivity or make them eligible for promotion. Workers also may learn speaking, listening, and problem-solving skills to maximize efficiency and participation in team work. Workplace literacy programs may be used to train new hires or may be used to train pools of applicants who will be screened for hiring by employers.

Why are Workplace Literacy Programs Needed?

Workplace literacy programs were first established by employers unable to locate workers with sufficient basic skills to handle entry-level jobs, and by employers who needed to upgrade current employees' skills in response to new technology or market dislocations. A structural shift in the American economy from goods-producing to service-producing industries by the year 2000 will put most new jobs in management, sales and service. The number of minorities and women will increase as a percentage of the workforce, and these groups will need training to qualify for jobs requiring further education. In addition to upgrading their basic skills, workers will also need skills for team work, goal setting, problem solving, as well as participative management. Life cycles for products and processes have been shortened and future jobs may be restructured about every seven years. Continuous learning and reskilling will therefore be a top priority in order to develop qualified people for available jobs.

How are Workplace Literacy Programs Established?

Most workplace literacy programs throughout the United States have been established without Federal assistance. Large businesses and industries frequently establish their own programs. Small organizations may pool resources to establish centers where training designed for a particular type of industry can be offered. Obtaining the cooperation of employee groups and designing a program to meet the mutual goals of employers and employees is essential. Programs are best presented as joint skill-development efforts, career enhancement programs, or other programs acceptable to adult learners in a working environment. Usually employers offer release time which employees match with an equal share of personal time devoted to training. Employers and employee groups work together to establish on-site or nearby training locations.

What is the National Workplace Literacy Program?

Section 371 of the Adult Education Act as amended by the National Literacy Act of 1991 authorizes the Secretary to make demonstration grants for job-related programs of literacy and basic skills that result in new employment, continued employment, career advancement or increased productivity for workers. Federal assistance in establishing workplace literacy programs is available through a com-

petitive grant process under the U.S. Department of Education's National Workplace Literacy Program. The Federal government pays 70% of the costs of setting up the program, and a 30% match is required from the partners.

What Kinds of Projects are Funded?

This highly competitive program has awarded $100.4 million for 299 demonstration projects in 41 states, the District of Columbia, Puerto Rico, and Guam since its establishment in 1988. Funding levels have increased from $9.5 million, awarded to 37 projects in 26 states, in FY 1988 to $18.5 million awarded to 46 projects in 27 States and the Marshall Islands in FY 1994. The FY 1994 cycle ends in the summer of 1997.

Partnerships vary with each project. Awards have been made to partnerships including state education agencies, local education agencies, universities, community colleges, community-based organizations, businesses, for-profit and non-profit industries, labor unions, and private industry councils.

Who Conducts These Programs?

Grants are made to a partnership including at least one partner from group (a) and group (b) below:

(a) a business, industry, labor organization or private industry council; and

(b) a State or local education agency, an institution of higher education or school (including an area vocational school, an employment and training agency, or community-based organization).

Each project must be designed to improve the productivity of the workforce through one or more of these options:

- providing adult literacy and other basic skills services or activities;
- providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent;
- meeting the literacy needs of adults with limited English proficiency;
- upgrading or updating basic skills of adult workers in accordance with changes in workplace; requirements, technology, products or processes,
- improving the competency of adult workers in speaking, listening, reasoning and problem solving; or,
- providing for adult workers educational counseling, transportation, and child care services during non-working hours while the workers participate in the project.

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Fact Sheet 17

ADULT LEARNING & LITERACY

Clearinghouse

February 1995

Adult Education for the Homeless

Who are the Homeless?

A homeless individual is one who lacks a fixed, regular, and adequate nighttime residence; and an individual who has a primary nighttime residence that is a shelter or institution that provides temporary living accommodations.

What is the Adult Education for the Homeless program?

This discretionary program, authorized under the Elementary and Secondary Education Act, and the Stewart B. McKinney Act, provides assistance to State educational agencies to plan and implement a program of basic and life skills for homeless adults.

How are Projects Funded?

State Departments of Education are eligible to apply for competitive three year grants. In 1994, twenty-eight States were funded.

How do States Deliver Services to Homeless Adults?

Most instructional sites are located in shelters, others are in temporary housing facilities. Classes are also located in adult education centers, community colleges, etc. Many projects develop special curriculums and counseling services for homeless students.

Available Resources

The following resources on education for the homeless are available, free of charge, from the Division of Adult Education and Literacy Clearinghouse, 600 Independence Ave., SW, Washington, DC 20202-7240.

- *Adults in Transition: A Report of the Fourth Year of the Adult Education for the Homeless Program*, U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, 1993

This report examines the fourth year of the Adult Education for the Homeless Program and provides information on the basic approaches to literacy education for the homeless, barriers to success, and makes recommendation for improvement of programs.

- *Education for Homeless Adults: Strategies for Implementation*, The University of the State of New York, New York State Education Department, Albany, NY - 1993.

This booklet contains strategies for teaching the homeless, program structure, recruitment and retention, curriculum development, and evaluation of program outcomes. Sample lesson plans and a bibliography are included.

- *Lifeskills for the Homeless*, Wake Technical Community College, North Carolina, 1990.

This publication is a set of twelve curriculum modules designed to help homeless adults develop basic and life skills.

- *Adult Education for the Homeless: Project Abstracts*, Division of Adult Education and Literacy.

A State by State compilation of detailed information on each year's adult education for the homeless programs.

- *Materials for Serving Homeless Adult Learners*, Division of Adult Education and Literacy -- 1994

A guide to materials for instruction, outreach, and program management activities which were primarily developed in projects funded under the McKinney Adult Education for the Homeless Program.

Contacts

- Director of Adult Education in your State

- Interagency Council on the Homeless
  451 7th Street, SW, Room 7274
  Washington, DC 20410.
  (202) 708-1480.

Resources include a newsletter, guides to programs, reports, and technical assistance.

For Additional Information, Contact:
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